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COMMUNITY COLLEGE PLANNING--CONCEPTS, GUIDELINES AND ISSUES.

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GENERAL OBJECTIVES OF COMMUNITY COLLEGES WERE FORMULATED BY AN ADVISORY COMMITTEE FOR THE COMMUNITY COLLEGE PLANNING CENTER. THE COMMITTEE SOUGHT TO DEFINE THE NATURE OF THE COMMUNITY COLLEGE, ITS ROLE IN THE EDUCATIONAL SYSTEM, AND THE CRITICAL PROBLEMS FACED BY THOSE PLANNING COMMUNITY COLLEGE FACILITIES. AN OVERVIEW OF PRESENT THINKING ABOUT FACILITY NEEDS AND ISSUES WAS PRESENTED AND GUIDELINES INDICATED FOR PLANNING THE COMMUNITY COLLEGE. (DH)

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Community College Planning:

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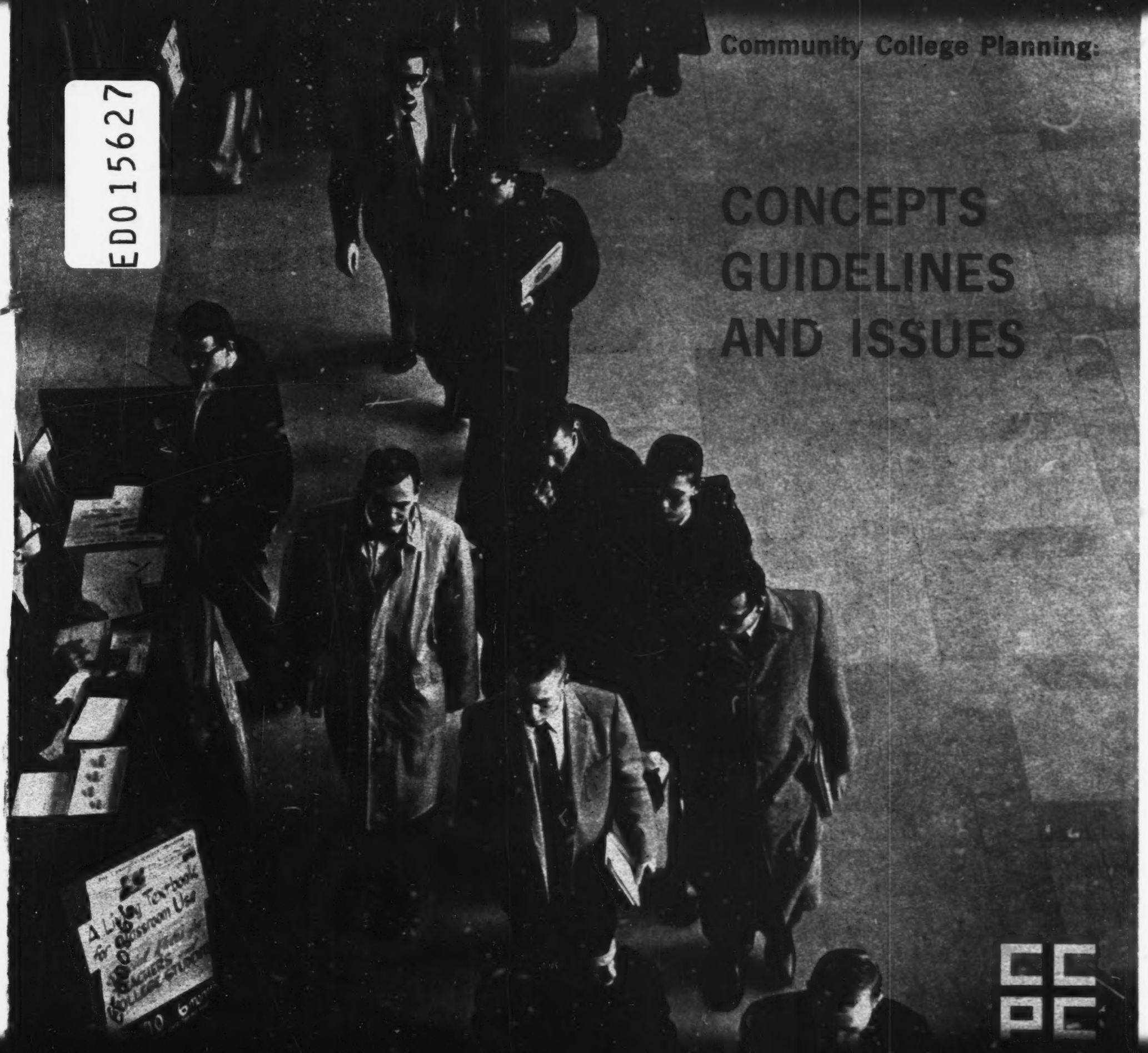

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This is the first of a series of publications of the Community College Planning Center of the School of Education, Stanford University. Its ideas were generated by the deliberations of the Advisory Committee of the Center at its first meeting held in early October 1963 although it is in no sense a full report of that conference. The Committee sought to identify critical problems faced by those planning community college facilities, information needed and ways in which the Center could help planners. Since the Committee was composed of people active and knowledgeable in community college matters, its consideration of such topics provided a panoramic view of present thinking about facilities needs and issues. The staff of the Center believed that these views should be shared. Hence a resumé of the major trends in the discussion is presented.

The Community College Planning Center was established by the School of Education through the School Planning Laboratory with funds supplied by the Educational Facilities Laboratories, Inc. It is intended to undertake research on matters pertaining to community college facilities, to accumulate and distribute information about physical plant and equipment, and to serve as a medium to encourage communication among community college people. While the Center is located in California in a region experiencing great growth of community colleges, its concern is national. Hence the Advisory Committee is national in its composition.

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Within the policies established by this Committee the Center will operate with a small staff consisting of a director, architectural associate, research associate and several research assistants. This staff will be augmented by consultants and specialists to conduct research and prepare some of the publications the Center will release. Virtually every facet of community college physical plant and facilities could become objects for study by the Center. Generally the Center will be unable to provide resources for an individual institution to conduct planning for its own facilities. The Center will, however, be able to serve in a consulting capacity by bringing planners and experts together to consider specific but generally experienced physical plant needs. It further will seek to identify new concepts of architecture and facilities and bring these to the attention of the community college constituency.

This first publication attempts to present some unresolved issues in the planning of facilities, some of the social forces from which they derive and some broad guidelines which might help in their resolution. It is not an attempt to suggest answers. Rather it is an attempt to stimulate thought and discussion from which answers will eventually come.

Lewis B. Mayhew and John Beynon

Palo Alto, California, December 1, 1963

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SOME ISSUES TO BE RESOLVED

Those who plan community colleges face many and vexing issues and problems ranging from the decision to operate a community college to the kind of floor covering to be used in a president's office. It would be impossible to catalogue all of these nor, particularly profitable, since many are indigenous to an individual institution. There are, however, some transcendent matters about which all who labor in this field should be aware and about which decisions must be made.

Long Island University; since this photograph was taken the theater has been remodeled for college use.

Nature of Community Colleges —Uniquenesses and Similarities

Those considering community colleges have spent considerable time seeking to identify characteristics which distinguish this type of institution from others in the complex of American higher education. Whether or not a pure category can ever be established is probably an academic or semantic exercise. However, there are characteristics which community colleges possess in perhaps greater degree than do other kinds of institutions which have direct and serious relevance for the creation and use of facilities. There is the enormous expansion in numbers of community colleges with approximately 700 now in operation. American society, in seeking to extend opportunities for post high school education to all youth, has created the concept of a community college. This expansion of the number of colleges comes at a time when there is an acute shortage of college teachers; hence provision must be made for facilities which can spread the influence of one teacher to larger numbers of students. In seeking to serve all students in a region, community colleges offer broad programs demanding a variety of facilities. The multiplicity of choices these programs provide and the range of talents represented in the student body require that considerable guidance be provided and so situated that students use it. And whether or not students will take pride in their college and use to the fullest the services it provides may depend upon their understanding of the real identity of the community college. The architectural statement which is the community college campus can reveal as much as the actions of its teachers the actual collegiate ethos. Further, by its arrangement the campus reveals whether or not the institution takes seriously its responsibility to serve as a community center to which adults continuously turn for cultural and intellectual stimulation and enlightenment. Since communities are constantly changing, campuses which would provide for them must be flexible. Vocational training demanded one year may be obsolete five years later, yet the buildings in which it was offered remain. And this flexibility and richness of program must be provided through the wise use of limited financial resources.

Buildings—Old, New and Changing

Given the dramatic growth in numbers of community colleges—seven hundred in 1963 to over a thousand by 1980—various patterns of campus development can be expected. Many institutions will begin operations in old or temporary buildings from which hopefully they will move to new accommodations. The problem of creating a viable and valuable identity for a community college located in old buildings which will carry over to a new campus is particularly vexing. And some institutions must expect that dreams for completely new campuses will not be realized. For these the task will be to modify campuses, renovate buildings and still maintain a sense of continuity of identity and purpose. To do this with taste and imagination will require considerable education of lay boards of trustees which initially may be preoccupied with cost alone and of teachers who must be led to see the potentialities of old buildings changed by function to be desirable things.

Terminal Education—A Problem of Status

Approximately two thirds of students who enroll full time in community colleges do so with the stated intention of completing a four year collegiate program. Yet most of them do not accomplish this purpose. Their needs change, their aspirations shift and their talents are found to be more related to work not covered in four year institutions. For these students a well designed one or two year program of terminal education would seem to be appropriate, yet many are reluctant to decide early enough in their college years to allow for a well planned course of technical and general studies. There are many reasons for this phenomenon, an important one of which may be the location and form of technical-vocational facilities. If shops are located in out-of-the-way places or in the older, less attractive buildings, prospective students feel that terminal curricula are badges of personal inferiority. There is no reason to believe that changing physical facilities alone can create greater acceptance of terminal education but it might help create a desired and desirable image.

The Viability of Comprehensiveness

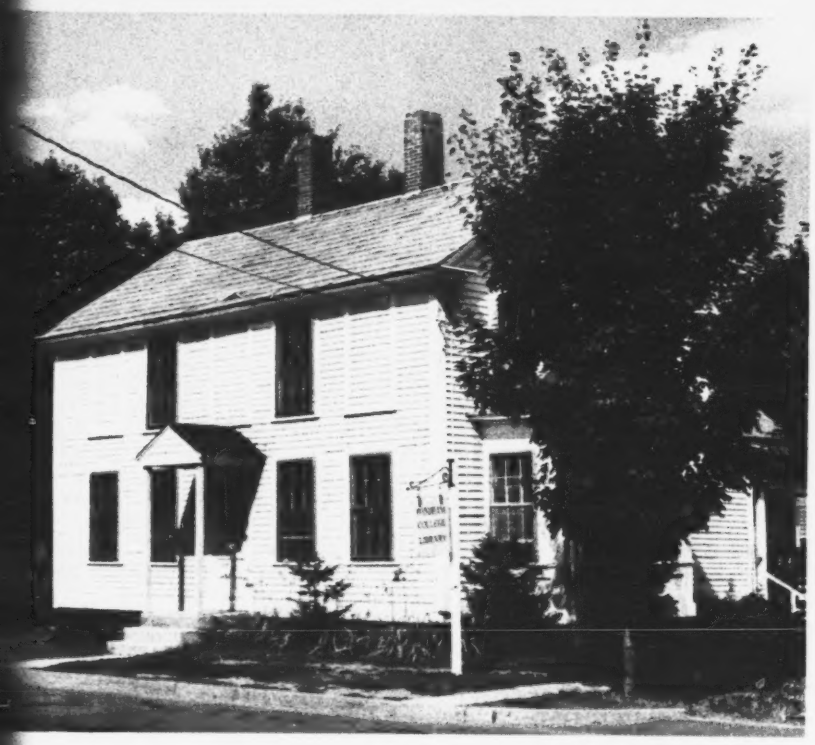
As planners ponder technical-vocational facilities they should also consider the problems incident to the quest for a comprehensive community college. Community colleges in theory provide the first two years of a four year bachelor's degree program, two years of technical-vocational education, general education, adult education and cultural resources for the supporting community. There is always a tension resulting from the effort to achieve all of these. Further, communities vary as to the emphasis they place on these several elements. Particularly if a community decides to erect several campuses, the decision regarding duplication of program must be faced. If one campus concentrates on liberal studies and another on technical work, considerable economies might be possible but with dangerous by-products also possible. The technical-vocational campus could become the second class campus unless deliberate ways were contrived to avoid this condition. A compromise approach is to divide only the highly specialized courses between the various colleges.

Unneeded People

One of the things which should preoccupy those concerned with community colleges is the distinct possibility that the American ability to make goods has become so efficient that it no longer needs the services of millions of people who at other times gained a sense of personal worth and identity from their vocation or calling. Once before in recent history this problem was experienced but in different form and for different reasons. Society's answer to the dilemma was the creation of work projects and a Civilian Conservation Corps. The second World War provided the outlet for people after these artificial occupations had expended their dynamic. In the mid 1960s the return of make work looms again because machines can now make so much of what society wishes to have made and the preparation for war appears to be a declining consumer. Yet, if millions of people can find no role in our society neither to make goods nor to render services but only to consume—this, too, is potentially destructive for the entire society.

It is quite possible, however, that education and the "knowledge industry" generally can supply the missing dynamic. If and when this comes to pass, the demands on facilities will be immense. Orthodox classrooms are not sufficient for they do not allow the comfortable identification with place which seems conducive to feelings of personal identity. If the community colleges have to bear the major responsibility for the education and re-education, training and retraining of millions, and speed their capacity to render services rather than make goods, the demands on the nation and quantity of physical facilities are obvious. In over-populated places more high rise buildings may be required with public transportation contrived to bring students to their daily tasks. Ratios of space to students may need to be modified if students will be expected to remain on the campus the same hours they once would spend on a job. Planners whose buildings will last well into the Twenty-First Century cannot be content with duplicating the solutions presently available. The nature of society is changing and community colleges must be designed to accommodate to those changes.

California's Foothill College, the University of Virginia, Windham College in Vermont and New York University's Washington Square Campus each reflect with unquestionable clarity the regions which they serve. But appropriateness is related to an era as well as to a region – any school which continues to unquestionably copy its ancestors is failing to expand its own cultural horizons.



East is East and West is West

The potent forces of communication, transportation, trade and advertising are diminishing regional differences in the United States. Planners of community colleges may contribute still further to an over-effective uniformity of life unless they truly seek to serve and to elaborate regional variation. There still are regional differences in vocations such as the demand for slot-machine technicians in Nevada and actuarial clerks in Hartford. Oil is important in Southern California and Texas, and food services in San Francisco. Similarly, styles of architecture can reflect honest regional differences. But these may be lost if planners seek for some satisfactory solution to an educational or facilities problem and then adopt it virtually intact to a new location without inquiring into its appropriateness. Possibly, as a general rule, planners and builders should not search for examples of solutions to similar problems until after they are resonably certain of what their specific communities need.

The Meaning of Community

Community colleges, to deserve their uniqueness, need to be an essential part of the communities they serve. They need to be part of the total community and not just a segment of it. The attempt to do this might result in different solutions to building problems than are now the pattern. There is some urge for planners to seek open land on the edge of a community to which students will come in private transportation. This very act, however, might mean that the college had isolated itself from the main stream of its community's life. It is possible that a high rise college located in the heart of an urban area would better serve a particular region than would locating the college in the foothills or prairies on the edge of town. Planners should search for the essential dynamic of their own community and seek to tap it through the location of a campus and the kind of facilities provided. This may involve a radical departure from the stereotype derived from Colonial days, that a college is a tranquil place, surrounded by trees and grass and located far from urban evils and temptations. It may mean locating a college campus in the heart of an industrial section rather than in suburbs. And the programs might be similarly tailored to the actual needs of the majority of the population and not to the demands of some minority.

Making it the Hard Way

There is only one way by which a building can truly reflect the region of which it is a part and to serve the purposes for which it is intended. Those who will use the building must first conceive in abstract form the purposes they seek it to achieve. Only after conceptualization of the idea of a community college and a specification of that concept into operations and procedures can one seriously consider buildings and facilities. This process is a difficult and time consuming one which there is constant temptation to sidestep or avoid as planners see the demand for buildings mount. It seems so much easier to consult an architect and ask that he design a building similar to one which seemed so successful on another campus. Or it seems much easier to be eclectic and to find successful models of different facilities which when combined ought to work nicely. Especially is the temptation strong to do a superficial analysis of an institution's purposes. Quite frequently even those who are to use a building are unable to state their own purposes. They may need the help of outside advice to assist them in making explicit what they truly desire. One institution, for example, used outsiders over a two year period simply eliciting from the faculty the essence of the educational task they intended to perform.

The Problem of Language

People active in various human activities develop their own specialized language and body of metaphor. These serve a useful purpose for those in kindred activities but interfere with communication with outside groups. Especially in constructing educational facilities does language become a problem. Architects develop their own set of symbols which may derive from a training rooted in the arts. Construction people and engineers are different kinds of people and see reality through different eyes. And the educational leaders oriented to words and to social groups have still a different vocabulary. Until these differences can be minimized or a new vocabulary substituted it is most difficult for these individuals to work together to create good facilities. One way by which this can be done is for educational leaders, planners, architects and builders to spend enough time together that they create a new and neutral metaphor which enables them to communicate about essence. Or there are a few individuals who have deliberately learned the various languages that they can interpret architects and teachers to each other. It is indeed a fortunate college which might have on its faculty such a person who can mediate in the essential confrontation of ideas about educational aims and those of buildings and facilities that will help to achieve these aims. Those who are not so fortunate will have to look elsewhere.

Man's Inhumanity to Man

The architect Neutra once remarked that builders had been among the most inhumane of people. They had created facilities which made people uncomfortable, uncreative or even unhuman. Human beings are affected by the space which they occupy and space can contribute to intensifying or changing mood and even temperament. Unless considerable thought is given to such matters well designed facilities can become

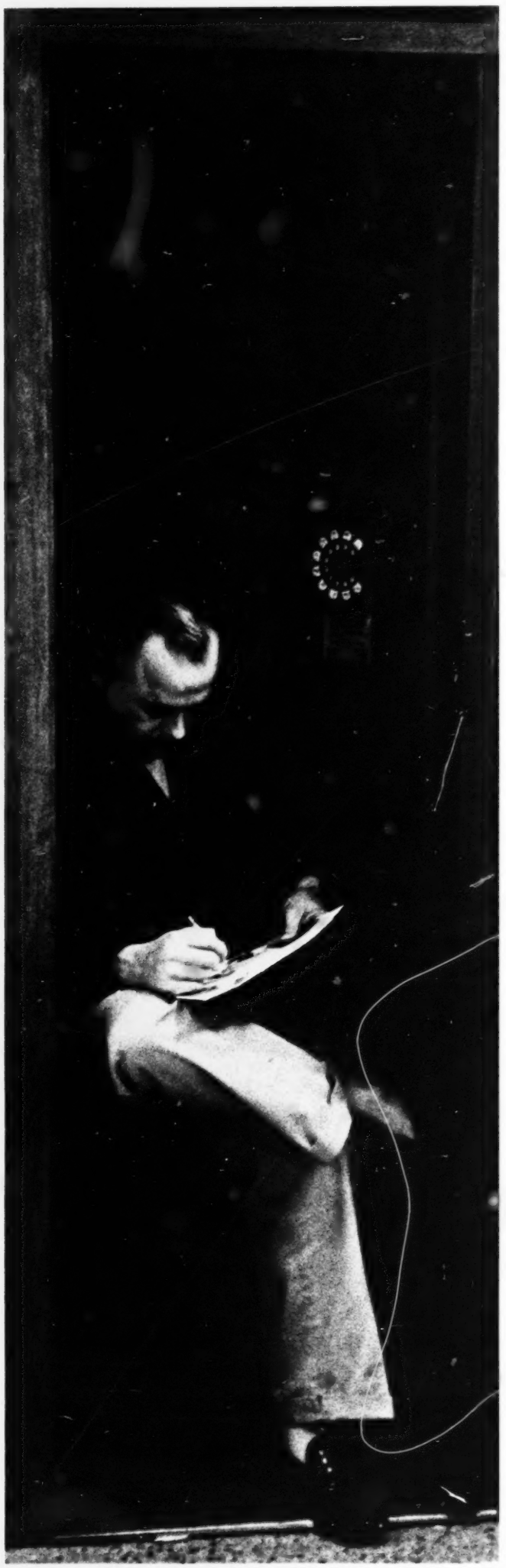
a burden rather than a help to those who use them. For example, most students don't like to study in large groups. Thus, the creation of large study rooms is likely to result in considerable lost efficiency. Students must sit for long periods of time; therefore, the kinds of chairs are important. But it is not comfort alone which is important. One president reasoned that since administrative officers sat most of the day they should have soft executive chairs. Since teachers were in class much of the time, simple plastic shell type chairs would be satisfactory. The resulting uproar over the status implications of the chair decision forced its early modification.

These We Teach

The kind of student who attends a community college ought to condition at least the form of the campus and the nature of facilities. If he typically is a person who works at a job and must, this should be considered. If he is generally not well oriented to academic work this is important to know. The background from whence he springs, the intellectual tradition of which he is a part, the stage in human development he occupies all have implications for planning. It is possible that college age youth need at least one adult outside their parental family with whom they can identify as they seek to establish their own identities. If this be so, the significance of comfortable individual offices for faculty becomes clear. It is possible that students who attend a community college need to break away from their parents in a psychological sense even though leaving home physically is impossible. Again, the implications for planning are important. Places where students can spend the night on a community college campus might contribute as much to their education as would formal class work. What is presently known about college students should be collated and used in planning.

But Adults Have Rights

An impact of experimental psychology has been to show that children are not just young adults. Thus, elementary and secondary schools have changed markedly during the first half of the Twentieth Century. However, adults, when exposed to formal education, have typically been taught as though they were old children. Adult educators are just beginning to discover that adults need different modes of teaching from those required by youth. There are or should be building implications as well. Presently in a majority of community colleges the largest number of students served are in the evening, adult education division. Yet classrooms and facilities are too frequently designed as though regular, day students who are late adolescents were the only ones to be served. The young, being resilient, can survive awkwardly designed chairs and hot, stuffy rooms. Adults who are taking courses because they want to deserve more consideration. If community colleges become of even greater service to adults as presently seems a possibility, perhaps the campus should be designed for adults with the idea that youth would be there as well.

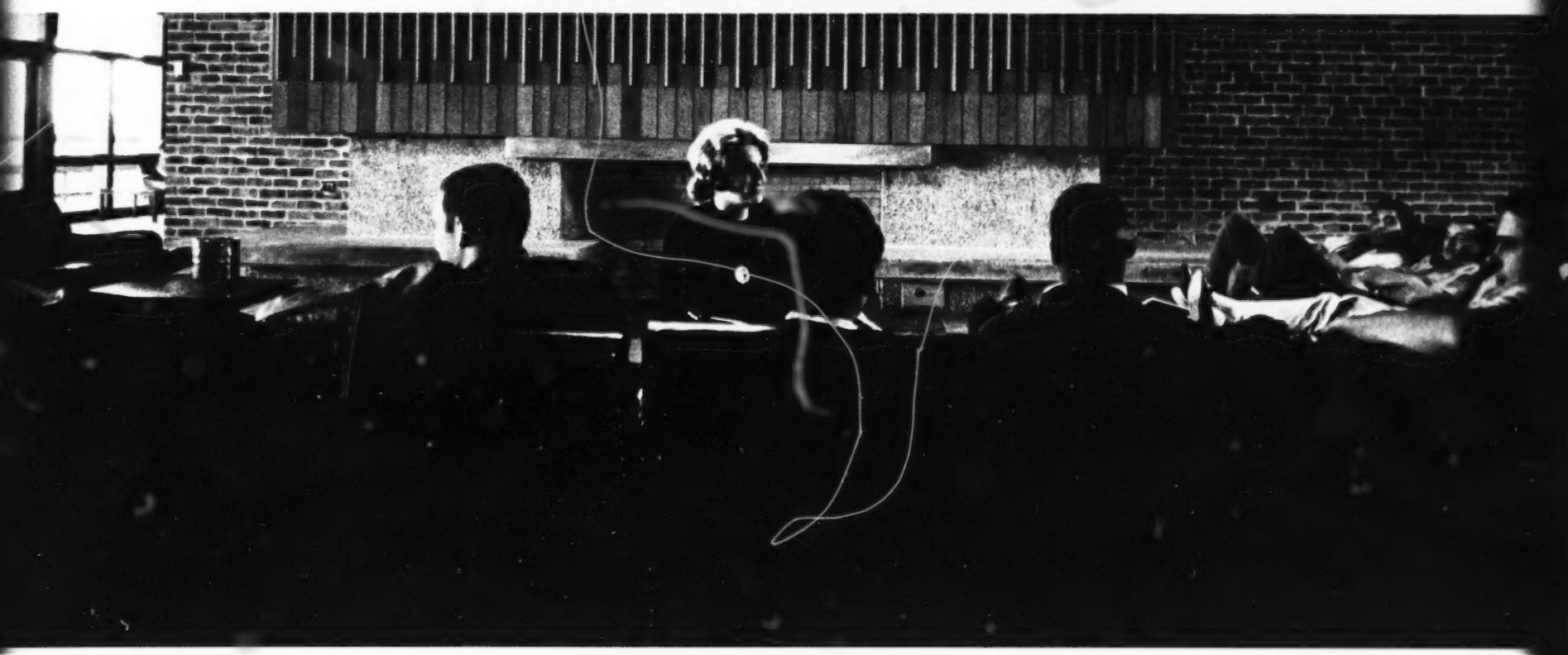


Nor Do Iron Bars Make a Cage

A college campus is a place where people meet, interact and grow. Some of this takes place in classrooms, laboratories, and lecture halls. But for the larger proportion of time these confrontations take place in halls, on walks and in spaces between buildings. Now confrontation in mass situations will result in a mass imposed anonymity from which growth inward almost invariably will result. Confrontation in small groups with the possibility of genuine revelation of one's self to others can result in increased awareness of life. Someone has remarked that the impersonality of American higher education has resulted in part because the American college imported the German lecture system. It is the planner's responsibility to ponder the many places in which human interaction can take place and to contrive spaces for it to be most profitable. Again, it is no easy task to think through this issue. Spaces can be too large or too small. They can contribute too much or too little tranquility.

Knowing the Problem is Half the Solution

Perhaps one of the central issues to perplex a planner is to be able to make explicit to himself and to others the precise nature of his problem. Not only do feelings get in the way. Many still carry in their minds the stereotype of a residential college when their real concern is with a school in the heart of a metropolis. But words themselves are hard to find to describe a vexation. It is difficult to describe without invidium a college organized for the lowest elements of society. It is as difficult to suggest solutions to the racial revolution without stereotypic thinking. Yet the leader of a community college must articulate complex ideas about a new phenomenon if he is to create the facilities he wants. If, for example, words were available to describe the community college without comparing it to other institutions, much unnecessary controversy could be avoided. In the West the term university has meaning. The concept community college is gradually evolving such referents in reality.



Is Optimum Size a Realistic Notion?

There has grown up the faith that by some mysterious process the optimum size of a community college can be computed and when once done a college administration can know when a campus has reached its saturation point. This may be an ephemeral faith which quite possibly can never be validated. Some believe that the establishment of several different campuses in a heavily populated region is better than creating one large establishment close to the main channels of transportation. The reasoning here is that the community college needs to be part of a reasonably local area to attract the pride and the support of the people who must pay for the college. Others contend that aside from this argument, there does not seem to be appropriate evidence to mandate any particular size. So long as the intimate face-to-face relationships between students and faculty are preserved, effective size may vary from well under a thousand students in one locality to ten or twenty thousand students in another. One college campus in a sparsely populated region might create residence halls, transport students weekly from thousands of square miles and never enroll more than five or eight hundred students. In another and urban region twenty thousand students might be accommodated properly if the campus were organized so that every student was able to feel a sense of identity with a small group interested in the same things. Thus, instead of searching for a formula to decide the size of an institution, planners more properly might seek to understand the fundamental mission of their institutions and contrive facilities to achieve it. To be limited by a particular concept of numbers could frustrate the free use of imagination.

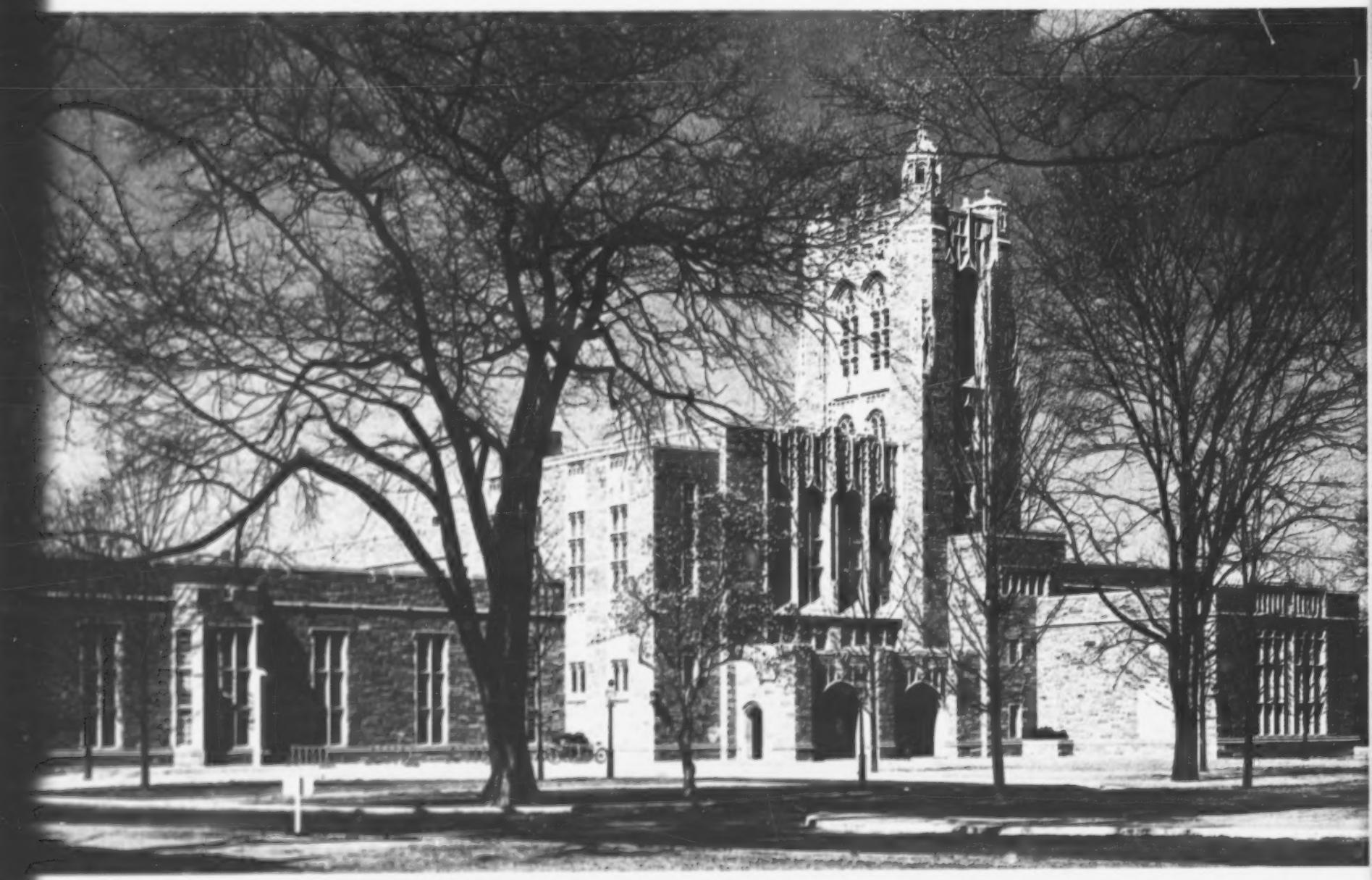
Such then are some of the issues which will bother planners of community colleges. There are others of course. The location of the library, the size of the little theater, the relationship of administrative offices to faculty offices and the nature of student centers. However, if the issues just discussed can be resolved, more specific problems should be solvable.

THE SOURCES OF THE PLANNER'S DILEMMAS

Many of the problems and issues which concern community college planners derive from major forces or trends in the total society. American civilization is undergoing a revolution as radical as any in its history. One reason why creating new community colleges is such a difficult yet challenging effort is that the nature of this revolution and the forces it has created are but dimly understood. Yet, they must be made explicit and understood if community college campuses assume the responsibilities their leaders claim for them.

Urban Life and Rural Tradition

The serenity of Princeton's Firestone Library is a sharp contrast from M.I.T.'s campus which is severed by a busy city street. Far from being an isolated community of scholars, M.I.T. sits squarely in the center of a large metropolitan area where faculty and students can take advantage of local cultural events. The Institute in turn has attracted a sizeable research industry to the area which has stimulated the local economy.



A paradox of American civilization is that it is fast becoming an urban nation, yet many elements of its ethos are rural in character. One can visualize a time when the entire East Coast, the mid-continental region around the Great Lakes and the West Coast will be completely urbanized and containing the largest proportion of the nation's population. It is from the city that the nation will receive its mores, culture, political institutions, economic strength and its most serious problems. It is in the city that the majority of college students will receive their education. Already the majority are attending colleges located in cities of 100,000 or more in population. Yet the stereotype of attending college in small, rural villages persists and influences the thinking of builders of colleges. There is a tendency when a new campus is being considered to look for land outside of the heart of the city and to approximate as nearly as possible the conditions in a small liberal arts college as they existed half a century earlier. Colleges which elect this solution may be cutting themselves off from important elements in the society they seek to serve.

The American Dilemma

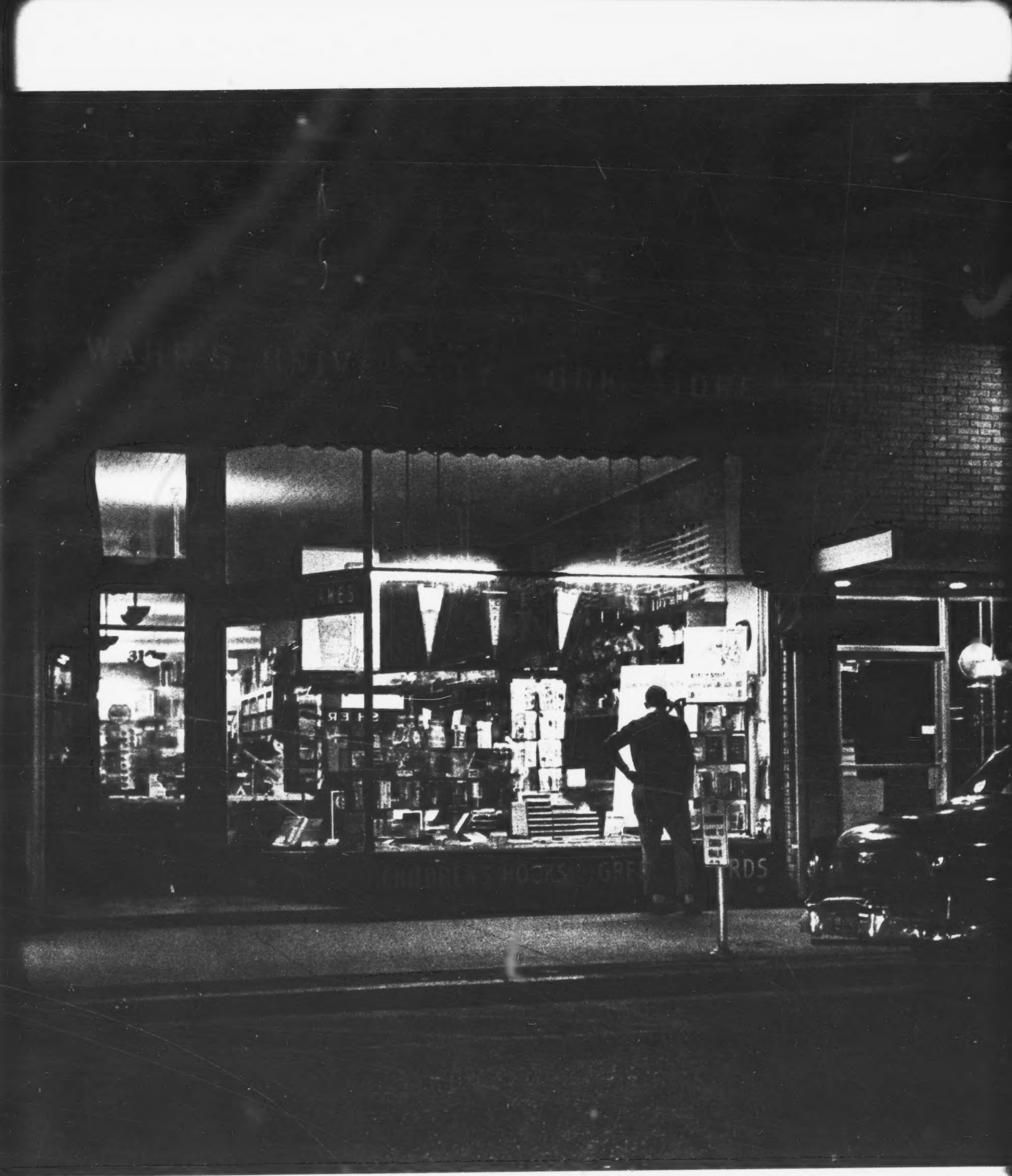
It is the city which provides the major economic impulses of the nation and exerts the balance of political power. It is also to the city that came the disadvantaged who because of their culturally impoverished backgrounds contribute to conditions from which some community colleges seek to escape by moving to the suburbs. Thus, a downward spiral is initiated. The real significance of this spiral, however, is that the balance of political power in the cities is rapidly shifting so that within several decades in the largest cities municipal government may very likely be controlled by those whose education has been limited by the withdrawal of colleges to the perimeter of the city proper.

American higher education has been and continues to be the province of white, middle class people who could afford to allow their sons and daughters to devote four to six years to education and self improvement. Community colleges have been created to enable other students the same privilege. Yet the location of these new schools and the content of their curricula frequently suggest that they are catering to the same clientele as the residential schools. And this is understandable. The opinion-makers and the economic powers of communities still represent white middle class culture. A superintendent or a board, given the choice between locating one college campus close to the homes of upper-middle class families and on land which was relatively open and attractive or in the middle of a deteriorating center of an urban area the population of which was economically and culturally marginal, would probably move to open country. Yet, in making such a decision, a host of new problems are created. Other options are at least open for consideration.

The Eyes of the City

As simply one other part of this urban condition is the fact that the central parts of the largest cities are frequently dangerous places. It is along city streets that gang wars, crimes against persons, and general hooliganism are most prevalent. Part of the reason for this is that the institutions which might have given the center of the city a different character have either moved or have turned their backs on the problems which were arising. Thus, colleges which have remained in the city have been tempted to build walls around themselves and to look inward to Gothic niceness and scholarly tranquility. But such an act intensifies the problem. Colleges might, if they truly opened themselves to the streets of the city and accepted some of the sights they would rather not see, eventually contribute to a reduction in crime and a restoration of healthy human activity.

Such a decision for a community college to open itself to the city streets will obviously require different conceptions of how an educational mission is accomplished, different relationships with institutions now in the city and different notions of the architecture of college facilities. A downtown community college might be spread over a number of city blocks with all sorts of enterprises located in between college buildings. Thus, students might go from one class to another and pass the full range of city activity in the process.



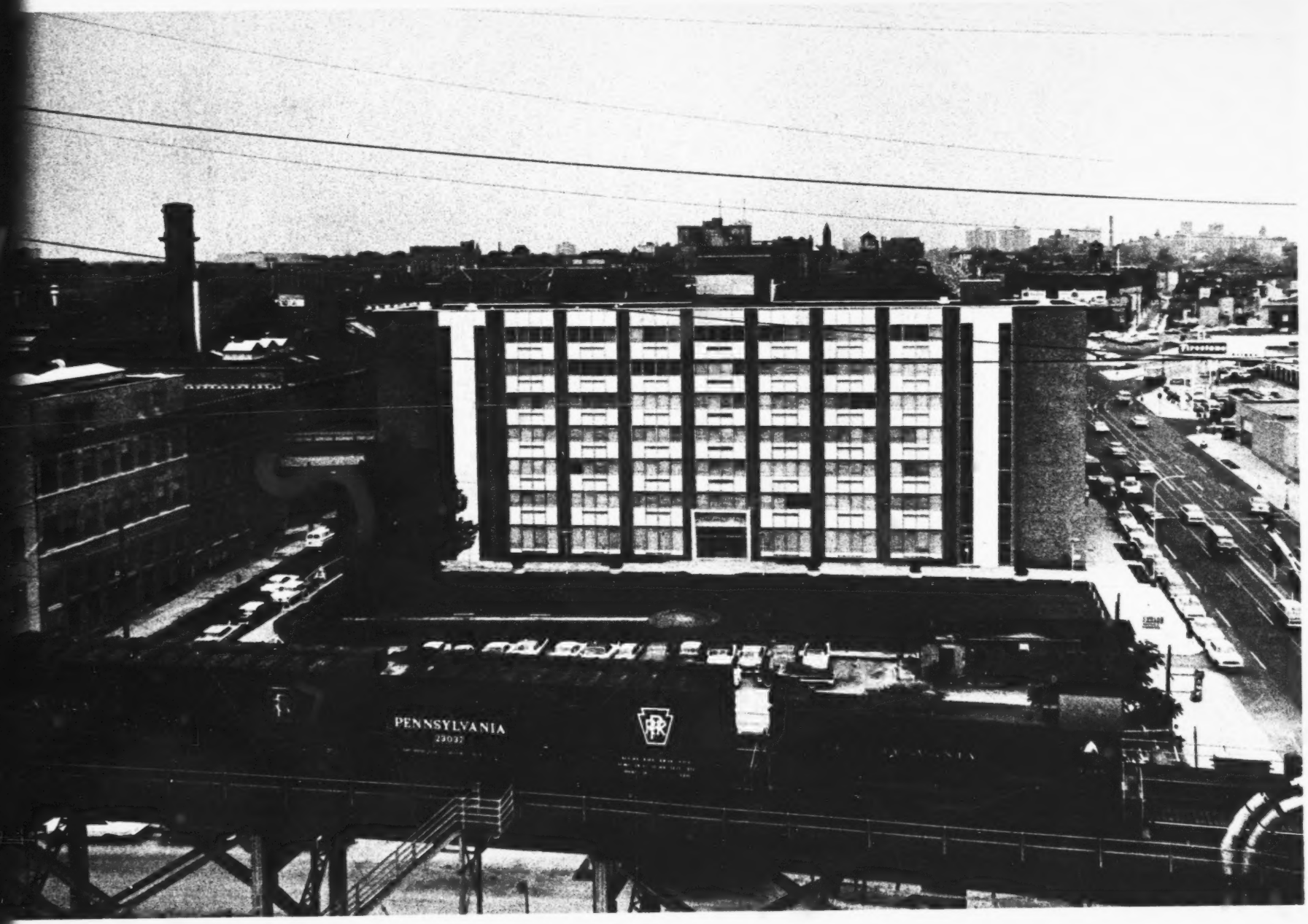
A New Urban Dynamic

In medieval Europe the church and the university provided a focus for urban life. Their buildings have been the ones which have lasted and provided contemporary man with glimpses of past splendors. They contributed to the cross currents of intellectual ferment which carried Europe into its creative periods of the Renaissance. In the American city no such focus today exists. Churches have frequently abdicated and moved to the suburbs and colleges have located more in the tradition of Oxford and Cambridge than in that of Paris and Bologna. Yet cities remain important. They are the crossroads of trade where ideas as well as goods compete. They are the places in which writers and artists feel most comfortable and are most creative. They are the origins of the opinions which due to radio, television and inexpensive newspapers and magazines, influence the nation's decisions.

The community college might become one of the devices by which integrity could be restored to the city. A college which deliberately located itself in the heart of a city, not in any walled fortress form, but in a free form with branches and arms reaching out into the areas of trade and industry, might bring the disparate elements of urban living into a healthy and creative harmony. A college, spread amoeba-like in the center of the city, which emphasized adult education might alter the recreational pattern of the entire neighborhood. Class work, discussion, and art exhibits might become as natural in the lives of city dwellers as television, bars and night clubs. But for this to happen, planners need to ponder what their real mission is.

A Faculty Ethic

Teachers as seekers after middle class status and values, frequently find conditions in the central city repugnant and seek to avoid them. Some simply seek positions in suburban areas where they don't have to contend with urban problems. Some may teach in the city but leave for suburban homes as quickly as class responsibilities allow. Urban colleges have become collections of commuting scholars rather than being the idealized community of scholars. As long as this situation prevails, a community college in the heart of the city will experience difficulty in assuming the responsibilities envisioned for it. Thus, planners might consider how to arrange their campuses so that teachers might live close by and be available as one of the truly important cultural resources. This brings the planners face-to-face with housing problems and the relationship of faculty and student housing to the rest of the campus. Obviously the community college itself cannot solve this problem. But cooperation with housing officials, community groups, private and public finance might find ways to allow faculty to live close to the campus and to participate in the full cultural and intellectual life of the city.



The urban college can bring amenity to a part of the city once dominated with blight. Drexel Institute in Philadelphia remodeled an adjacent warehouse, linking this to their old buildings by a bridge. But colleges can go even further by following the cues set by hotels and other businesses. The Fairmont Hotel in San Francisco has a landscaped roof-top which hangs a full five stories above the street.

The Dreariness of the Urban Landscape

Although there are some dramatic exceptions, the quality of urban architecture has not proven particularly high nor have designs represented particularly lofty vision. As older buildings have been demolished—and some have had irresistible charm even though their day has passed—they have been replaced with concrete slabs designed for efficiency in living or building intended to symbolize an affluent and consuming society. Colleges and universities have, in Western society, assumed the role of social innovators and agents of change through their research and service functions. Is it possible that this revolutionary spirit might be applied to collegiate architecture in downtown areas and that this, in turn, might modify other building types? If a high rise classroom building is demanded, is it possible that the roof top might become an artfully designed green area rather than the barren flats of asphalt or the caged gymnasia such buildings now display? Is it possible that half way up a fifteen story building a genuine green belt could be created which would bring life to tired city air and tired city eyes?

The Tidal Wave of Students

Thus far no mention has been made of one of the most fundamental forces which is presently deciding the form of society for the next generation. This is the enormous increase in the number of students who will attend college. From 4,-400,000 students in colleges and universities in 1963 the number will increase to 6,500,000 by the end of that decade. In 1963 something on the order of 40% of the age group 18-21 is attending colleges. One estimate has it that by the end of the century or before, 80% of the same group will be attending some form of post-high school education. And the largest proportion of these must be accommodated in colleges in an urban setting. Design then must conform to the needs of the city, be flexible to accommodate greater and greater numbers and contribute visually to the enlightenment of students. Many preconceived notions of collegiate planning may have to be eliminated. Since World War II college students' cars have become one of the serious facts of campus life. Some campuses have been located where they are just to accommodate the parking problems. It may be that larger campuses in the heart of the city which are close to public transportation systems will result. It may be that buildings distributed over many city blocks will become the characteristic form. In such a college students would be expected to walk from building to building. Cars might conceivably be prohibited to the college-business-living complex which it would have become.

A Changing Ethic of Work

In America people have gained much of their sense of identity from their vocation or calling. And over the generations, with the exception of periodic times of economic recession, making a nation out of a continental land mass provided work for nearly all. However, that condition is changing. The technology has created automation which in effect takes over much of the work which human beings formerly did. Not only can machines do the labor of unskilled workmen but also many tasks which previously demanded considerable specialized training. In 1960 fifty statisticians handled census data for 20,000,000 more people than were described in 1950, yet in 1950 two hundred such workers were needed. The automatic operators of New York subways are now accompanied by live stand-by operators, yet the condition may not long prevail. The human will know that his presence is useless. Now unless some other means by which human beings can establish a sense of personal worth and accomplishment are invented, the society itself will be in jeopardy.

Education is perhaps the last remaining hope of providing people with important things to do with the leisure the technology has provided. Education requires large numbers of people both to provide and to consume it. If this be so the concept of people—youth and adults—spending large proportions of their waking hours in educational activities must be accommodated. Thus far colleges have not been designed for such purposes—even residential colleges. It is for the planners of future campuses to consider not only classrooms, libraries and laboratories but individual study space, recreational areas and even overnight accommodations for students who will be going away to school as in former times they went away to work.

The Key is Planning

Out of such forces and the resulting needs planners of community colleges must fashion their enterprises. They cannot simply ask architects to create college campuses. To do so invites sterile or stereotypic solutions to old problems leaving unsolved the important present and future concerns. It is only through long and searching planning by those who must use facilities that the community college of the future can be created.

THE RIGHT QUESTION

As with so many human perplexities, if one can but formulate proper questions in words which can be understood, major progress toward resolution will have resulted. What then are some questions which educational planners might ask?

1 *Should a community college devise facilities chiefly designed for late adolescent day students when the majority of people using the facilities are adults attending college in the late afternoon and evening hours?*

2 *Should the automobile be allowed to determine the location and form which a community college should assume or are there other more relevant determiners? Are other means of transportation appropriate?*

3 *Should library space, recreational space, and eating space be separated from each other or placed in close proximity? What factors are relevant to make such a decision?*

4 *How much of a campus area should be devoted to gymnasiums and other large recreational spaces? Are there general rules or are answers particularized?*

5 *Should shops be located in the same general area as are classrooms?*

6 *What forms should auditoriums take to facilitate maximum use by both students and members of a community?*

7 *Where should collegiate administration be housed to facilitate its efforts?*

8 *Where are the real growth areas in the region which a community college intends to serve?*

9 *Where should a community college be located to best serve its total community?*

10 *What are the unique characteristics of students in community colleges which require different or unusual plants and facilities?*

THEORY IS IMPORTANT

Now specific answers to some such questions can be obtained by seeking existing models. Generally, however, the resulting plant will reveal itself to be an eclectic affair really satisfying no one. Those who would plan community colleges should first ponder deeply the mission of their institution in a changing society. And here doctrinaire restating of purposes and goals which may be outmoded is not enough. Then, the best available evidence about students and about learning should be assembled and studied. Then, the various viewpoints of various constituencies should be accumulated. Out of this welter of information one must derive a conceptualization of the nature of a particular community college. This concept may very well be expressed in abstract, metaphorical or even poetic terms. From such abstraction can come the first notions of what a campus might be like. It is at this point that the architects can become effective.

COBBLER STICK TO YOUR LAST

In creating a community college the educational leaders, educational planners, architects and builders each have proper roles and functions. It is the educator who out of knowledge and insight about society, students, learning and teaching must conjure the dream which will be the college. It is the educational planner who can help translate the dream into language and constructs which the architect can assimilate. The architect cannot — or at least should not — answer questions of purpose or of process. He should express his genius by creating a synthesis out of the dynamic of the concept and the limitations of physical media. He also must mediate with the builder so that final translation of dreams to structure is a faithful one.

The Work of the Center

The Community College Planning Center is just one among a number of agencies wiich are or should be concerned with plant and facilities. It hopes to do a number of thiigs.

1 *To identify places where effective total campuses, specific facilities or interesting devices can be seen and to publicize these.*

2 *To find and present new ideas out of which others might fashion new facilities.*

3 *To provide digests of information about the present state of the art of plant and facilities. It will describe new systems for creating flexible space, proper ways for designing interior space, and particularly successful relationships between functions.*

4 *To publicize what is known about the overall process of campus planning.*

5 *To sponsor discussions about the image of community colleges as reflected in physical plant.*

6 *To help formulate the appropriate questions about planning.*

7 *To arrange conferences in which people of different points of view can confront each other and ponder problems of community college planning.*

8 *It should bring to bear on plant and facilities problems the best available knowledge concerning students, teaching, learning, counseling and the like. In this connection it should accumulate research from the various places doing studies about collegiate education which are relevant for facilities planning.*

9 *To be a source for help and advice on planning problems.*

10 *Through its publi ations it hopes to create a repository of information about community college facilities which can be referred to when planners are faced with urgent problems.*

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